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REPORT ON THE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT'S SYMPOSIUM ON THE APPLICATION OF OPERATIONS ANALYSIS TO EDUCATIONAL PROBLEMS (OSLO, SEPTEMBER 28-30, 1966).

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PROCEEDINGS FROM A 1966 CONFERENCE OF THE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT ON THE USE OF SYSTEMS ANALYSIS IN EDUCATION ARE REPORTED. PARTICIPANTS FROM EUROPE AND THE UNITED STATES CONSIDERED THE APPLICATION OF QUANTITATIVE METHODS AND TECHNOLOGICAL DEVELOPMENTS TO EDUCATIONAL PROBLEMS. THEY AGREED--(1) THAT THE TECHNIQUES HAVE POTENTIAL CONTRIBUTIONS TO EDUCATIONAL INNOVATION AND CHANGE, BOTH FOR THE DIRECT MEASUREMENT OF LEARNING PROGRESS, AND FOR THE OVERALL ANALYSIS OF THE EDUCATIONAL SYSTEM, (2) THAT THE ESTABLISHMENT OF EDUCATIONAL RESEARCH AND DEVELOPMENT PILOT PROJECTS WITH THE OPERATIONS ANALYSIS APPROACH SHOULD BE INVESTIGATED, AND (3) THAT THE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT SHOULD KEEP ALL MEMBER COUNTRIES INFORMED OF DEVELOPMENTS FOR LATER REVIEW. TOPICS FOR DISCUSSION DURING A PROPOSED 1967 CONFERENCE ARE LISTED. (AG)

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NATIONAL CENTER FOR EDUCATIONAL STATISTICS
Division of Operations Analysis

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NATIONAL CENTER FOR EDUCATIONAL STATISTICS
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DIVISION OF OPERATIONS ANALYSIS
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REPORT ON THE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT'S SYMPOSIUM ON THE APPLICATION OF OPERATIONS ANALYSIS TO EDUCATIONAL PROBLEMS - OSLO, NORWAY, SEPTEMBER 28 - 30, 1966

The Organization for Economic Cooperation and Development Symposium on the Application of Operations Analysis to Educational Problems, Oslo, Norway, September 28 - 30, 1966 was sponsored by the Directorate of Scientific Affairs of OECD. This symposium is part of an extensive OECD program to stimulate scientific cooperation among the member nations. The program of scientific cooperation is broad scale and comprehensive, and covers such technical areas as the development of solar energy, etc. One of the elements in this program of scientific cooperation is the encouragement of the growth of the use of quantitative analysis in educational problems. Another organizational entity in OECD which participates in this program is the Educational Investment and Development office.

As in many other similar symposia, the procedures followed in this one was to put technical experts in touch with key managerial personnel who would have administrative responsibility for employing the new technology. In this case the symposia was regionally oriented to Scandinavia, and the managerial elements were mostly from Norway. The educational management structure of the Norwegian educational establishment was well represented and included a Deputy Undersecretary of State for Education, key directors in the Norwegian Ministry of Education and a large number of regional superintendents of education. The experts include Professor Sandven, Director, Institute for Educational Research, Oslo University;

Dr. R. W. Revans, Consultant, European Association of Management Training Centers; Professor J. Koning, University of Amsterdam; Professor P. Morse, Director, Center for Operations Research, Massachusetts Institute of Technology; and Dr. D. S. Stoller, Director, Division of Operations Analysis, U. S. Office of Education

Discussions included presentations by the experts on Operations Research studies of educational problems, discussions of Operations Research techniques which could be applied to educational problems, and discussion of educational problems by the educational managers with the experts to explore the possibility that some of these problems could be solved by Operations Research techniques. Key persons in these discussions included Mr. Kjell Eide, Director of the Plans and Programs office of the Norwegian Ministry of Education and Dr. K. Nygaard, Director, Norwegian Computing Center. At the conclusion of the symposium the following summary statement was drafted and approved by the participants:

This symposium:

(a) having taken account of the growing body of work on the application of systems analysis to the problems of administration of education and to the potential longer-term changes implied by the development of computer technology and,
(b) having examined a number of Operational Research projects specifically directed to measurement of the learning process in the school classroom

is agreed:

1. that these techniques have potential contributions to educational innovation and change, both for the direct measurement of learning progress, and for the overall analysis of the educational system

2. that the establishment of educational research and development pilot projects with the operations analysis approach should be investigated: aid in planning these experiments being sought as necessary from among participants to the symposium
3. that the OECD is requested to keep all Member countries informed as to these developments so that if appropriate the situation may be reviewed again later between Member countries.

This part of the activities of the Directorate of Scientific Affairs in cooperation with the Educational Investment and Development office has the status of a continuing program of OECD. The next meeting in the series will take place on 25 - 27 January, 1967, Paris, France. The symposium is entitled "Systems Analysis Techniques in Educational Planning." Topics covered include:

Utilization of National Resources for Education

Planning the Expansion of Educational Facilities

Administration of Educational Institutions, with Emphasis Upon the University

Introducing Automated Procedures for Improving Resource Utilization in the Educational Institution

A Summary Statement by the Chairman and Concluding Discussion

This activity of OECD is extremely valuable in initiating innovation in the fields of educational administration and techniques of educational analysis. This OECD activity merits strong support by U. S. Government Agencies.

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